

CONTINUING
EDUCATION
IN
TODAY'S
COMMUNITY

A REPORT
ON
SHORT COURSE
AND
CONFERENCE

JULY, 1960



CENTER FOR COMMUNITY STUDIES
UNIVERSITY OF SASKATCHEWAN
SASKATOON, SASKATCHEWAN

Dec. 22/60

Shand

Warick

McLenn

Salm

Wood

Paul

King

Scotty

20th - 2 hour every

* 25 - hour + discussion

1140 - gross Revenue 340 - 34 fees BACKGROUND
9/10

\$25
JA

WHY A SHORT COURSE ?

Opportunities for professional development in continuing education are rare in Canada. People who are engaged in extension certainly have occasion and resources for education in their own field of specialty: health, agriculture, social work, welfare, education and conservation. But only recently have there been courses, institutes, or conferences devoted to the extension phase of these specialty activities - adult psychology, human relations, community organization. The lack of these opportunities for professional education is especially noticeable in the prairie provinces. In Saskatchewan they have so far been absent.

For this reason the University of Saskatchewan, and the Center for Community Studies decided together to sponsor and organize a Short Course in Continuing Education, in the summer of 1960. A sponsoring committee including members from ten departments in the University, and the Center, met in January and February to map the outline of the course and decide on the agencies, organizations, and individuals to invite. From this sponsoring committee of fourteen, a steering committee of six was selected to work out the program details and make the practical preparations for the course.

INVITATION AND RESPONSE

A folder with a general program description was issued in February, soliciting persons interested in such a course, and ideas about what it might contain. Around forty responses were received. On the basis of the suggestions and ideas gathered from talks with agencies and organization leaders, a preliminary program was drawn up. Once staff resources for the course had been secured at the end of April, a second invitation folder was issued to those who had indicated preliminary interest, and to agencies, and organizations concerned with extension programs in the community.

There were thirty-five regular participants in the Short Course, and seventeen visitors to one or more sessions. Of the registered, thirty-one came from Saskatchewan, two from Newfoundland, one each from New Brunswick and Ontario.

They represented the following interest areas:

- | | |
|---|----|
| 1. Understand Education and Development | 10 |
| Health and Medicine | 7 |
| Co-operatives | 5 |
| 2. Insight and Social Welfare | 5 |
| Library, art, writing | 4 |
| 3. Knowledge Church | 2 |
| Agricultural Representatives | 2 |
| 4. Insight and skills related to group processes, leadership and communication. | |

A list of the participants is attached as an appendix.

Among those visiting the Short Course were twelve participants in the regular summer course in Educational Administration, and two Colombo Plan Fellows from Malaya.

ADMINISTRATION

The course was administered jointly by Art Wirick, Supervisor of Adult Education, University of Saskatchewan, and Per Stensland, Center for Community Studies.

The University of Saskatchewan and the Center for Community Studies shared the financial responsibility for the Short Course.

The overall policy-making rested with the sponsoring committee. Below is the list of faculty members serving on this committee.

Those marked with an asterisk were members of the Steering Committee.

Short Course Committee

K. A. H. Buckley, Economics
*R. DuWors, Sociology
C. King, English
J. B. Kirkpatrick, Education
*T. H. McLeod, Commerce
*Miss E. Osborne, Social Work
J. W. Paul, Education

A. Robertson, Social and Preventive Medicine
Miss E. Rowles, Home Economics
D. Solomon, Center
*P. G. Stensland, Center
*M. P. Toombs, Education
*A. J. Wirick, Extension
J. A. Wood, Pharmacy

THE PROGRAM

OBJECTIVES

The Short Course aimed at:

1. Understanding of the Saskatchewan community, the forces of change, and the resistance to change in that community;
2. Insight and skills into planning for community development;
3. Knowledge about adult learning and skills in using effective methods to facilitate such learning;
4. Insight and skills related to group processes, leadership and communication.

RAINIE SOCIETY
(background lectures)

DESIGN

The program designed to meet these objectives was divided into three main parts; a series of morning lectures to explore the dynamics of the prairie and Saskatchewan society; a companion series of seminar sessions to clarify the implications of social, political, and economic forces on the Saskatchewan community; and a series of workshop sessions focussing on the principles and practices of continuing education. An integral part of the program was a two-day conference on community development, to which leaders from the province were invited and which was staffed by the Short Course participants.

The design aimed at providing factual information, guided analysis, and education program production practice. Adjustments were made, but the main program flow may be depicted in the attached outline:

voluntary action
(final lecture)

IMPLICATION FOR THE

CONTINUING EDUCATION PROGRAM WORKSHOP

- "What is continuing education?"
- "Adult roles in today's community"
- "The adult mind"
- "Learning: processes and objectives"
- "Planning programs in the community"

PLANNING FOR THE CONFERENCE July 22-23

- CONFERENCE ON "RESOURCES FOR COMMUNITY BUILDING"
- Case of community action
 - Discussion of planning
 - "Community development in the international perspective"
 - Case of community co-operation
 - Discussion of regional co-operation

EVALUATION OF SHORT COURSE

PRAIRIE SOCIETY
(background lectures)

Continuity and change
The heritage - the relevance
of history to leadership
The people
The settlement
Economic trends of the West
Economic problems in prairie
communities
Government and local policy

IMPLICATION FOR THE
COMMUNITY

(seminars led by
sociologists)

CONTINUING EDUCATION PROGRAM WORKSHOPS
(background lectures, discussions and
production workshops)

"What is continuing education?"
"Adult roles in today's community"
"The adult mind"
"Learning: processes and objectives"
"Planning programs in the community"

PLANNING FOR THE CONFERENCE July 22-23

CONFERENCE ON "RESOURCES FOR COMMUNITY
BUILDING"

Case of community action
Discussion of planning
"Community development in the inter-
national perspective"
Case of community co-operation
Discussion of regional co-operation

EVALUATION OF SHORT COURSE

Voluntary action
(final lecture)

STAFF

The staff was selected from several departments at the University of Saskatchewan, from the Universities of Alberta and Wisconsin, from the Provincial government and from the Center for Community Studies. Lecturers were, W. B. Baker, Director for Center for Community Studies; M. Brownstone, Director, Continuing Committee on Local Government; B. Y. Card, Associate Professor of Educational Sociology, University of Alberta; B. Kreitlow, Professor of Agricultural Extension Education, University of Wisconsin; A. E. Safarian, Associate Professor of Economics, University of Saskatchewan, G. W. Simpson, Professor of History Emeritus, University of Saskatchewan, and P. J. Thair, Associate Professor of Farm Management, University of Saskatchewan.

The seminars on implications for the community were led by R. DuWors, Chairman, Department of Sociology, University of Saskatchewan, D. D. Solomon, Center for Community Studies, and D. E. Willmott, Research Officer, Center for Community Studies.

The afternoon workshops following the Kreitlow introductory lectures were led by Per Stensland.

PROCEEDINGS

The introduction to the course was made by Dr. J. Wendell MacLeod, Dean of Medicine, conveying greetings from the University and the Board of Governors of the Center for Community Studies. "This Short Course," said Dean MacLeod, "may well turn out to be one of the most significant enterprises embarked upon at our University since it opened 51 years ago." The registrants with their variety of backgrounds all had in common many goals and problems. They all had come to realize that they must understand the nature of the community, "not only how it is changing but also what the forces are that produce change and how these may be utilized or controlled or neutralized."

"The very future of democracy," said Dean MacLeod, "may well depend on a much wider sharing of our accumulated knowledge and a wider grasp among our people of the skills whereby we best live and work to-gether."

Continuity and Change was the focus of the first background lecture by W. B. Baker. "Every community has a history which meets the new forces of social change." A community goes through a "life arc" in which the past represents history, the present continuity, and the future change. Any "moment" in a community will reflect a characteristic blending of the static past with dynamic future change. It is this blending that gives to each community its particular pattern of continuity. To understand community in its active state requires knowledge of each of the three aspects of the life arc.

Three problems appear particularly crucial in local communities: the impact of "outside forces," the dependence on specialized knowledge, and the growing inter-dependence of communities. The seminar groups in their discussions reflected on the crucial relationships: between the expert and the rest of society, between central administration and field operation, between local community and larger units. The groups also were concerned with the question of what is changing and how predictable change is.

The heritage was discussed by Professor G. E. Simpson, retired from University of Saskatchewan, in terms of the relevance of history to leadership in the community. A historian would suggest that the present is an illusion but that it "provides a standing room for sanity;" he would also say that there are very few original ideas but that most of us have "a variety of ideas necessarily picked up in the immediate and distant past." Thus, the "quality of leadership depends on the assessment of the past."

The seminar groups brought out the importance of understanding the history of local communities, their value systems, their ways of acting. They further explored what implications historic sense would have for not only the work of leaders but the selection. They took the lecture as starting point for clarifying the value systems present in prairie society, and the apparent or hidden conflicts.

"The people of the prairies can be studied and understood best if one starts with the idea of man as a value," said Dr. B. Y. Card, in the third background lecture. "How has man as a value changed in the history of the last thirty years in Western Canada?" To answer such a question, studies are needed in the basic valuation trends, the specific population development in local communities, and the population and resource problems of the larger regional units surrounding the local community. Professor Card reviewed some major population trends in the prairie provinces, and stated some of their implications. He focussed on the differences in growth, and on the changes in distribution, especially between urban and rural areas.

The seminar groups stressed the need for recent data and for meaningful interpretation of the trends, especially effects of migration on life and values and on opportunities in local communities. One of the central questions might be what prairie communities want to do with population and how they might want to deal with change in population resources.

The settlement of the prairies brought to Western Canada certain dominant experiences, which Dr. Card grouped into major periods. Starting with the fur trade era 1670-1870, Professor Card described the development from the first successful crop in the Manitoba lowlands in 1820, over the period of watershed settlements, the colonization, 1870-1900, and the landboom era, onto the years of wars and depression. Patterns of settlements were characterized and some major changes in settlement concepts were brought out.

The seminar groups came back to an assessment of the importance of historical perspective for the understanding of present day communities. In this spirit they discussed the meaning of certain community qualities and also the several settlement factors which lead to changes and shifts in structure and in functions of local communities.

Economic trends of the West were illustrated by Dr. A. E. Safarian in terms of economic policy in Canada, population export, postwar trade changes, and the recent development of customs blocks. The postwar efforts to create a world trading system free of controls and non-discriminatory agreements were discussed in the light of possible new forms of trade discriminations, or differentiations in groupings like the Common Market or the Outer Seven. The conflict in Canadian economy between

trade interests in the USA market and those directed toward the new European situation was brought into the discussion. The call was for a realistic appraisal of alternatives still open but maybe later limited.

The seminars reacted to the general picture of economic trends by attempting to clarify not only the way local economies were influenced by these overall forces but the changes that had taken place in decision-making. The local communities in their lives would reflect both economic shifts and changes in power to influence the future.

Special problems in prairie economy were discussed the next day, (July 20) by a panel symposium of three, Dr. P. T. Thair, Associate Professor of Farm Management, University of Saskatchewan, W. White, Agricultural District Supervisor, Melfort, L. M. Stalwick, Agricultural representative, Watson. Among the points brought by the Short Course for special clarification were the Crow's Nest agreement on freight rates in the West; the wheat marketing and quota system; livestock in to-day's Saskatchewan; the family farm; vertical integration; co-operative agricultural developments. (At this meeting the seminar discussions were replaced by a joint open forum session)

Government and Local policy was the topic of the lecture by M. Brownstone, Director, Continuing Committee on Local Government, Regina. The genesis of local government was the background material for a discussion of changes in present day Saskatchewan. The nature and location of services had changed; interdependence had become the mark of government operations; the growth of welfare state ideas had altered services and standards. The effect on local government had in many respects been marked by decline in efficiency and shift in responsibility resulting often in decay, and calling for reconstruction of the present scheme. Some of the alternatives envisioned by the provincial committee were outlined to the course.

The participants, again meeting in an open forum, considered the implications for local communities of the likely governmental changes. We must decide how the freedom of the individual can be reserved within the framework of an enlarged and enlarging society with broader focus and responsibilities. "Democracy does not live on in either small or large units unless we make it work and live," commented the speaker.

The workshop sessions were introduced with two background lectures, July 15, and July 16, by Dr. Burton Kreitlow, University of Wisconsin. "Schools and colleges teach as if they were providing their students with the last chance for learning," said Dr. Kreitlow. "Our basic educational structure must be modified and readjusted so that it perceives education as a life-long process. This calls for identification of the role of pre-adult education so that it becomes increasingly one of developing attitudes and providing skills essential to continued learning."

Adequate adult education requires that "those concerned with it acquire pertinent knowledge, study their experiences...develop a greater sense of identity with adult educators and communicate more effectively with each other." The future development of adult education will be influenced by systematic planning, by imaginative programs, and by the growth of professional competence.

Systematic planning requires a realistic understanding of the adult roles in the community. These roles were illustrated by Professor Kreitlow in his second lecture. What roles did the Short Course participants suggest were adequate in to-day's Saskatchewan community? How could continuing education leaders best prepare adults for these "ideal roles"? The Short Course in able groups considered the particular cases of young single adults, young married adults, the early middle age group, the middle age adults, the early retirement persons, and the dependent adults.

The learning process especially with reference to the adult person became the main focus for the workshops July 19-20. First, workshop groups considered particular characteristics in each of the six age groups earlier analyzed in terms of roles. What were their motives for learning? What were the knowledge and skill background they brought to the learning situation?

As a case for more intensive consideration the participants during the fifth afternoon analyzed likely learning objectives for the young married adult, 20-35 years of age. This in turn formed the background for the major session on the learning process. What are some of the conditions for effective learning? How could these conditions be taken care of in the joint construction of an effective learning situation in the forthcoming conference?

The product of the workshops was an actual conference on Community Development, July 22-23. This conference had been planned in general outline form by a committee at work in late Spring, 1960. But, the specific details and processes of the conference were to be formed by the Short Course participants.

The Short Course divided into five leader teams each preparing themselves for a co-operative teaching task in the conference. Each team had three discussion leaders, to get into action during three conference sessions, one reporter, and one observer-advisor. The workshop groups developed a case to be used as conference material. The teams worked out plans to lead the conference participants toward realistic answers to the questions of co-ordinating efforts in community problem-solving, step-by-step planning, and providing for wide participation.

(For the story of the conference see attached report)

Tools for voluntary action were the final consideration of the Short Course. W. B. Baker in his concluding lecture dealt with the purpose of voluntary action in our society and with the nature of participation in a community increasingly marked by mass-action and influenced by mass-media. The central question is whether one wants "cheerful robots" or "educative publics". Much has to do with the organization of voluntary interests and with the choice of adequate techniques for voluntary participation. Often the question of manipulation stirs educators and educatees alike.

What kind of controls must we develop and for what purposes? How can we make available to adults of our time the areas of choice? How can we best prepare them to make decisions?

EVALUATING THE SHORT COURSE

The course was brought to a close July 23 with an evaluation session. For the first four days, the participants had evaluated the course through end-of-the-day evaluation sheets. The results of these evaluations are summarized below. The final day included an overall evaluation form similar to those used the first days.

(rating from 0 "very poor" to 6 "excellent")

Question Answered	Average of ratings at end of day						Last Day
	JULY 15	JULY 16	JULY 17	JULY 18	JULY 19	JULY 20	
(numbers answering)	29	29	30	32	33	30-32	29
HOW INTERESTED WERE YOU IN TODAY'S MEETING.....	4:8	4:9	3:5	4:5	4:1	3:7-4:3	4:9
DID YOU FEEL THAT WHAT YOU LEARNED WILL BE HELPFUL...	4:3	4:3	4:1	3:8	3:8	3:7-4:0	4:7
DO YOU THINK PARTICIPATION WAS SATISFACTORY.....	3:7	4:1	3:7	4:7	3:5	2:8-4:0	4:3

NOTE: On Wednesday, July 20, two checks were made, one to measure and analyze a period of confusion and discouragement, and the other after the analysis and re-organization of work plans. The "low spot" is followed by a marked rise in all ratings, after which the Short Course participants decided not to use daily ratings. The last day's rating suggest the level at which the course ended.

The past ten days has been a most memorable and valuable experience."

July 15 to 24, 1960

What one participant said is quoted here in his own words. Stan Spicer, Director of Adult Education in New Brunswick, had this to say:

"Speaking as one of those from outside the province of Saskatchewan, I would like to say a few words about the Short Course and Conference.

This is the first time I have had the opportunity of participating in a situation of this kind, with professionals in another part of Canada spending more than a week looking at their problems and considering various, related implications, policies, and procedures.

In the Maritimes we tend to be isolated at times and to feel that we alone have most of the problems. Yet our problems and yours differ, in essence, very little. You talk of wheat markets - we have the same problem in coal. The marginal farmer in Saskatchewan has his counterpart in Maritime agriculture and in the small, in-shore fishermen. The larger unit is coming too in the east, but slowly. And, freight rates is one of our favourite topics of conversation as it seems to be with you. This similarity is rather startling at first and it has some very deep implications.

Just over twenty years ago, the book, MASTERS OF THEIR OWN DESTINY first appeared - a book which, to me, should be read by every adult educator. Written by Dr. M. M. Coady, one of the great figures in the Antigonish Movement of Nova Scotia, this book contains a rather remarkable statement of philosophy of adult education. In part, Dr. Coady wrote:

'We have no desire to create a nation of mere shopkeepers whose thoughts run only to groceries and dividends. We want our men to look into the sun and into the depths of the sea.'

This implied balance between the practical and the philosophical is difficult to achieve but it is one of the challenges of adult education. To relate it to this course, I felt a wonderful balance had been reached. It was indicated in the planning and operational job done by the staff, in the programme from beginning to end, and in the kind of participation evolving from various group sessions.

The past ten days has been a most memorable and valuable experience."

McIsaac, J. R.	Dept. of Public Health	2915 Victoria Avenue, Regina
McKenzie, Glen	Adult Ed. Div. Dept. of Education	Regina, Saskatchewan
McMath, Muriel	English & Citizenship Consultant, Dept. of Education, Adult Ed. Div.	Regina, Saskatchewan
Meath, A. G.	Superintendent of Schools	Blaine Lake, Saskatchewan
McKercher, Dr. D. G.	Dept. of Psychiatry, U of S	Saskatoon, Saskatchewan

LIST OF PARTICIPANTS, SHORT COURSE IN CONTINUING EDUCATION

July 15 to 24, 1960		
<u>NAME</u>	<u>TITLE AND/OR AGENCY</u>	<u>ADDRESS</u>
Enason, Arni, S.	Dept. of Citizenship and Immigration	306 London Building, Saskatoon
Wojnson, June	Social Service Dept. University Hosp.	Saskatoon, Saskatchewan
Bradley, Dr. R.	Regional Medical Health Officer U of S	Swift Current, Saskatchewan
Dietrick, Norman	District Rep. Dept. of Co-operation	235 Sidney St. E., Swift Current
Wing, J. T.	District Rep. Dept. of Co-operation	1032-105 Street, North Battleford
Indlay, Peter X	Adult Education Division, Dept. of Ed.	Regina, Saskatchewan
Harvey, Donald	Exe. Sec. Saskatchewan Arts Board	Regina, Saskatchewan
Lady, Walter M.	Northern Training Officer Center for Community Studies, U of S	Saskatoon, Saskatchewan
ives, Dr. Elizabeth	Ass't Regional Med. Health Officer	Box 490, North Battleford
Herr, Mrs. Shirley	Health Educator, Med. Health Region	Box 490, North Battleford
Osteniuk, Helen	Public Health Nurse	Box 536, Southey, Saskatchewan
oty, Phil	Health Educator, Med. Health Region	Yorkton, Saskatchewan
eckie, G. W.	Director of Group Activities Public Relations Division	Federated Co-ops Ltd., Saskatoon
ipka, K.	Indian Health Services	Kamsack, Saskatchewan
ockhart, F. L.	PRO, Fed. Co-op District #13	100-115th Street W., Saskatoon
acIsaac, J. R.	Dept. of Public Health	2915 Victoria Avenue, Regina
ackenzie, Glen X	Adult Ed. Div. Dept. of Education	Regina, Saskatchewan
acMath, Muriel X	English & Citizenship Consultant, Dept. of Education, Adult Ed. Div.	Regina, Saskatchewan
eBeath, A. G.	Superintendent of Schools	Blaine Lake, Saskatchewan
eKerracher, Dr. D. G.	Dept. of Psychiatry, U of S	Saskatoon, Saskatchewan

<u>NAME</u>	<u>TITLE AND/OR AGENCY</u>	<u>ADDRESS</u>
en, Rev. Ivar	Canadian Lutheran Council	Melville, Saskatchewan
ore, Vera X	Extension Div., Memorial University	St. John's Newfoundland
rgan, Julia X	Extension Div., Memorial University	St. John's Newfoundland
arrow, Victor	Ontario Folk School Council	Hastings, R. R. #1, Ontario
attillo, Margaret X	Women's Service, Extension Dept. U of S	Saskatoon, Saskatchewan
atnam, Donalda	Provincial Library	Administration Bldg., Regina
athery, Phil	Western Co-op College	402 Grain Bldg., Saskatoon
mith, Ronald X	Adult Program Secretary, YMCA	Saskatoon, Saskatchewan
icer, Stanley T. X	Director of Adult Education	Fredericton, N. B.
alwick, L. M. X	Agricultural Representative	Watson, Saskatchewan
iven, Sheila	Craft Consultant, Saskatchewan Arts Board	Regina, Saskatchewan
arasoff, Koozma J.	Free Lance Writer	434 Avenue J. S., Saskatoon
ompson, Oscar	Farmer	Bulyea, Saskatchewan
uite, M. W. X	Agricultural Dis. Supervisor	Box 1477, Melfort
lder, Mrs. Reta M.	Residence Director, Y.W.C.A.	Saskatoon, Saskatchewan
lson, L.	Director, Aged & Long-Term Illness Project	Health & Welfare Bldg., Regina

CENTER FOR COMMUNITY STUDIES
UNIVERSITY OF SASKATCHEWAN
SASKATOON, SASKATCHEWAN

BACKGROUND

REPORT

The conference on Community Development in Saskatoon, July 22-23, 1960, was part of the training program of the Center for Community Studies. It also was part of a Short Course in Continuing Education sponsored by the Center and University of Saskatchewan.

COMMUNITY DEVELOPMENT

A province-wide conference on development of communities in the province took place in 1958. The conference 1960, was a logical follow-up action. In 1958, the Center launched an experimental program in local communities; in 1960 it invited interested leaders to discuss some of the experiences so far in the five communities which had entered an agreement with the Center.

The purpose of the conference was, therefore, to use some cases of actual community action as a starting point for discussion of present problems of community development in Saskatchewan. It was also to give an opportunity for a wider number of communities than the five to share the experiences of the first two and a half years. A final purpose with the conference was to add to the first Short Course in Continuing Education at the University an actual conference with live material and live participants to use "a living textbook."

SOURCES FOR

COMMUNITY-BUILDING

TRAINING

July 22-23, 1960

SASKATOON

The conference was thought of as one of three parts in a year-long training program of the Center, the first two being local training clinics for leaders, and area workshops for professional personnel engaged in extension work. In the Spring of 1960, local clinics had been held with over 100 participants in two or three sessions in six communities. One year later in 1961, the first area professional workshops were being planned. This was to be the province-wide program part of the training program.

A small planning committee was set up in the Center with the Director and staff members from the Consulting and Training Divisions. Per Stensland was responsible for the administration of the conference. This committee in April and May issued invitations to the conference through three organizations in the province: The Saskatchewan Chamber of Commerce, the Saskatchewan Farmers Union, and the Homemakers Clubs of Saskatchewan. In addition invitations went out to the Department of Agriculture, Co-operation, Health, and Education, and to local groups of the Saskatchewan Co-operative Union. Communities which had been invited to the first conference were contacted. Finally, leaders in the six communities with which the Center had had either contractual or semi-official consultation relationships were urged to attend, if possible bringing with them representatives of neighbouring towns.

CENTER FOR COMMUNITY STUDIES
UNIVERSITY OF SASKATCHEWAN
SASKATOON, SASKATCHEWAN

As the conference was thought of as part of a professional Short Course the members of that Short Course during two days worked together to plan program details and to organize and divide among themselves staff responsibilities, for the meetings.

BACKGROUND

POSE

The conference on Community Development in Saskatoon, July 22-23, 1960, was part of the training program of the Center for Community Studies. It also was part of a Short Course in Continuing Education, jointly sponsored by the Center and University of Saskatchewan.

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PLANNING

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FIRST DAY

The conference was held in the Memorial Union Building with Dr. J. F. Leddy, Dean of Arts and Science at the University of Saskatchewan as general chairman.

RESPONSE

When registration was over at 9.30 Friday morning, July 22, fifty-eight representatives had gathered up from over thirty communities, in addition to thirty-five members of the Short Course and twelve participants in the School of Education summer course in Educational Administration.

A list of the registrants from local communities is attached, as is the one of Short Course participants.

Report from the groups - generalizations by conference delegates.

LUNCHEON BREAK

II. Second General Session

Planning for action

The task: to outline action program in Community Prairie Corner

Discussion groups

Serving as planning committees

COFFEE BREAK

Reporting proposals for action programs

III. Third General Session

Banquet - M. V. B. Dining room, first floor

Speaker: Charles Hendry, Director, School of Social Work,
University of Toronto

Community Singing

Good night

F I R S T D A Y

WEDNESDAY, July 22

1. First General Session

10:30 - 10:15

A community solves its water-and-sewage problem. A case presented and an interview with Esterhazy citizens. Questions for clarification from audience.

11:30 - 11:30

Discussion groups

Studying what helped and hindered the action.

12:30 - 12:30

Learning from the case

Report from the groups - generalizations by conference delegates.

2:30 - 2:00

L U N C H E O N B R E A K

II. Second General Session

2:30 - 2:30

Planning for action

The task: to outline action program in Community Prairie Corner

3:30 - 3:30

Discussion groups

Serving as planning committees

3:30

C O F F E E B R E A K

5:00 - 5:00

Reporting proposals for action programs

III. Third General Session

3:30

Banquet - M. U. B. Dining room, first floor

Speaker: Charles Hendry, Director, School of Social Work,
University of Toronto

Community Singing

3:30

Good night

S E C O N D D A Y

SATURDAY, July 23

IV. Fourth General Session

10:00 - 10:00

A Community organizes a council and takes co-ordinated action

The case of Cabri presented by citizens.

Questions for clarification.

10:00 - 10:30

C O F F E E B R E A K

10:30 - 11:30

Discussion groups

Studying advantages and disadvantages with community councils.

11:30 - 12:30

Learning from the case

Report from discussion groups

Generalization by conference participants

12:30 - 2:00

L U N C H E O N B R E A K

2:00 - 2:30

The region around the community

Discussion groups on how communities best share resources

V. Fifth General Session

3:00 - 4:00

Summary of recommendations

Sign - off

Against this background, therefore, you will understand that we learned with much satisfaction about the preparations for this conference, particularly since it was designed to bring together representative community leaders from every district in the province. Dr. Stensland, Professor Wirick, and their respective associates, should be complimented most warmly on their success in setting up an attractive program, and in getting so good an attendance. I am particularly impressed by the practical character of the various discussion periods and by the realistic way in which you will be asked to deal not only with theoretical matters but with concrete situations as they developed in specific communities in Saskatchewan.

PROGRAM

PRODUCTION

The Chairman of the Conference, Dean J. F. Leddy opened the two-day Conference with the following remarks:

"It is, I think appropriate that a senior official of the University of Saskatchewan should welcome you to this conference and should serve as the general chairman of the opening session, and in the absence of President Spinks, I am personally pleased to accept the invitation of the organizers of the conference to act in this capacity.

I make this reference to the interest of the University in such a conference as this, since, from the foundation of the University some fifty years ago, there has been a traditional conviction at the University of Saskatchewan could not and ought not to hold itself aloof from many of the developments within the communities of Saskatchewan. Our first president and his trusted advisors were much concerned to be of service to the province as a whole, especially through our Extension Department. For some decades, nearly all the extension activity of the University was closely linked with agriculture, and in a province such as ours it is difficult to imagine that there will ever be a time when work of this sort will not continue to be an important phase of our extension effort.

However, times do change and new situations emerge, and it is important both to the University and to the province that we, in the University, should not be unaware of, or indifferent to the newer circumstances. In particular, it would be unwise for us to neglect the far-reaching changes which have been taking place in the smaller communities in Saskatchewan in recent years.

In a general way, most people in this province have been aware of these changes but it is only in the past decade that we have begun to realize some of the repercussions of the population shifts which have been taking place. It is altogether appropriate that the University should be interested in the study of these changes and that this present conference should be taking place at the University. In saying this I have in mind the fact that we should not only be fully informed about changes in the social and economic patterns in Saskatchewan but, that as opportunity offers, we should be willing and able to offer advice and assistance to our fellow citizens in coping with some of their local problems.

Against this background, therefore, you will understand that we learned with much satisfaction about the preparations for this conference, particularly since it was designed to bring together representative community leaders from every district in the province. Dr. Stensland, Professor Wirick, and their respective associates, should be complimented most warmly on their success in setting up such an attractive program, and in getting so good an attendance. I am particularly impressed by the practical character of the various discussion periods and by the realistic way in which you will be asked to deal not only with theoretical matters but with concrete situations as they developed in specific communities in Saskatchewan.

I am sure that a conference as carefully and as sensibly planned as this one is will prove to be advantageous for all the participants. In the circumstances, it is very gratifying to have the conference at the University and to welcome you most cordially to our campus and to the use of our buildings during the next two days. We hope that there will be similar conferences again from time to time, and that we will see many of you returning on other occasions in the future."

COMMUNITY SOLVES ITS WATER AND SEWAGE PROBLEM

The Case of Esterhazy

Last year the town of Esterhazy took a serious look at its water and sewage problem, decided to act, and went to vote. This is the story, as presented by D. A. MacKenzie, Mayor of Esterhazy, and member of the Community Development Association (C.D.A.):

"In May of 1957, International Minerals, (I. M. C.) commenced operations for the sinking of a shaft and the erection of a plant for the mining of potash, in the Esterhazy district.

The town elections of 1957 brought about the defeat of the then Mayor and the election of a new Mayor and Council.

In the fall of 1958, a new Mayor and Council were elected, pledged to place water and sewers as an initial project of their program.

The Town Council on June 26th adopted a motion to engage a drilling firm to make a further search for water. This was promoted in part by the success which I. M. C. had with respect to a well drilled in the eastern part of the town.

Encouraged by this the Council introduced and gave first and second readings to a bylaw to authorize the issue of debentures to the amount of \$130,000.00 for the purpose of paying the capital cost of installing a water and sewer system in the town, including the well, also a 100,000 gallon water tower.

Then began the educational program in earnest in which the C. D. A. took the major part, through a Citizens' Committee in which over 25 people were actively involved.

The Committee was divided into two groups, a Petition Committee and Publicity Committee. An intense canvass was made by the Petition Committee visiting each home. The voters' list was carefully checked and the attention of citizens drawn thereto, as a result of which many persons qualified to vote came forward and established their right to be placed on the voter's list. The Publicity Committee held public meetings and there was extensive publicity in the local press, The Esterhazy Miner, in which the newspaper editor gave continuous co-operation. Three consecutive issues of The Esterhazy Miner carried on the front page section, "Questions and Answers about Sewers and Water." The information was defined as being sponsored by the Citizens Committee.

On December 16th, the citizens voted on the bylaw. The turnout of voters was large - about . The outcome was succinctly described by The Esterhazy Miner, "Its Water 2 to 1."

lyzing the case

Divided into smaller groups the conference delegates discussed what seemed to have been the ces at work in Esterhazy. What were some things that had helped in action? What had been some cks to overcome?

On the positive side the groups suggested that the education campaign with its fact-finding, reporting of facts to the public had been of prime importance. There had been good publicity, a sound use of public meetings. The Esterhazy group had made an especially effective use of for citizens.

It had, of course, been rather crucial that Esterhazy had an adequate water supply. The town no existing public debt; the issue of debentures had looked particularly effective.

But the minds of Esterhazy had needed some prodding: there had been a series of fires, the P. R. had closed down its water service. These were some of the immediate stimuli.

The conference underlined that the leadership had been wisely selected and that the new Town ncil and the Community Development Association had supplied the necessary adequate organization.

On the negative side the delegates suggested that Esterhazy like many other communities had reckon with traditional thinking, lack of knowledge, too strong conservatism or plain apathy.

The physical layout for the water project was not too good, nor was the future water supply irely assured.

There were some questions about the borrowing power of the town. As in other cases no doubt e citizens feared a tax raise, others feared competition. There was on the whole, lack of ready h and among the town folks a rather small average income.

Again like the many other communities Esterhazy complained about having, "too many organiza- ns," and being too overloaded with work. The former Town Council had been rather cautious, and s might have put the town in a cautious tradition.

The job of organizing for community action is to strengthen the forces on the positive side of ledger, diminish or weaken the one on the negative side. The discussion of Esterhazy had lved to demonstrate a way of weighing for and against in community programs.

PLANNING FIRST STEPS TOWARD ACTION

Case of Prairie Corner

What are the steps toward action? In case a community has a definite problem to solve, how should it go about planning? To start off the discussion on these questions the conference delegates were given the case of "Prairie Corner." The case had been prepared by the Short Course members, the initial case presentation was made by six of these members, and the following discussions were led by Short Course participants.

First, here are some facts about "Prairie Corner" as presented by the Short Course members:

SOME FACTS ABOUT PRAIRIE CORNER, SASKATCHEWAN

Population 1000 (10% over 65 years of age) 100 miles from city

Economy:

Agriculture; mixed farming (av. size 3/4 section)
All local industry
25 miles away

Education (School population 500)

1-room public school; 7-room high school = 5 bldgs.
school-centered adult education
adult level of schooling: Grade IX

Religious Groups

Scattering of French
Anglo-Saxon majority
Central European
Chinese families
Indian Reserve nearby

Religion

4 churches (4 resident ministers)
Roman Catholic
Anglican
Methodist
United Church
Greek Orthodox
Evangelical
Lutheran

Business

1 Barber
3 Cafes
1 Poolroom
1 Movie
3 Food outlets
1 Bank
1 Hotel + licensed beverage room
1 Livestock and
1 Livestock assembly
5 Garages
8 Service stations
2 Lumber yards
2 Hardware stores
5 Grain elevators
1 Drugstore

Services

Air ambulance
2 Doctors
1 Public Health nurse
1 Locker plant
Agricultural representative
Veterinarian available
Co-op fieldman
Sanitary officer available
Liquor Board
Social Welfare Personnel

SOME FACTS ABOUT PRAIRIE CORNER, SASKATCHEWAN (continued...)

Communication

Weekly train
Daily bus
Telephone office (+ party line)
Weekly newspaper
Daily trucking
Post Office and daily mail
Radio
T.V.

Recreation

Movie
Curling rink
Run-down sports field
Skating rink
Golf courses and potential facilities
Community hall

Organizations (50)

.....not in order of importance!

Agencies

S.M.P.
Hospital
Social Welfare
Local Municipality
Saskatchewan Power Corporation
School Board
Regional Health Office

Library Association
Legion + Auxiliary
Board of Trade
I. O. D. E.
Red Cross
Senior Citizens
2 Service Clubs
Masonic
Knights of Columbus
S. T. U.
Home and School

Eastern Star
Homemaker in neighboring area
Odd Fellows
Horticultural
Agricultural
4H
7 Church Groups
Wheat Pool Committee

This was the town in which, one Friday afternoon, some six citizens met to make some decisions about a sum of money willed to them by a neighbour just deceased. The will had made available \$500 toward the establishment of a community center. The mayor had called a group of citizens together to discuss what they recommended. So, the Saskatoon conference now had a chance to "listen in" on twenty minutes of committee meeting.

Analyzing Prairie Corner

Though Prairie Corner was a dreamed-up town, its problems rang true for actual communities. The conference participants divided into interest-groups on the basis of type of home-town or home-office of operation. Five committees were set up: small-town, middle-size town, regional city, big city, province-wide headquarters. On some points the five were unanimous, on others there were some differences as can be seen in these suggestions on:

First steps toward action in Prairie Corner

- Step one Call on prestige citizens
Set up an informal interim committee
Get facts about what has been done in other places
- Step two Gather general information about:
-what people need and want
-who is interested in what
-finances and potential facilities
- Step three Set publicity for a central meeting of main organizations
Appoint representatives to attend
Find out what services already are available, and what is needed
- Step four Alt. 1 for the public meeting Alt. 2
Set up special committees Make it a public meeting to present facts
Organize a panel for survey Investigate what outside resources are available
Vote on the suggestion
If passed, elect an executive
- Alt. 3 Alt. 4
Make it a meeting of organizations and others interested Set up sub-committees
Decide on experts to use
Set up a committee of 5 to carry out a survey of interests Explore pro and con in finances
Provide a report session
- Alt. 5
Make it a meeting of public representatives
Set up an official committee
Hold informal hearings and meetings prior to report session
(use party line and gossip, too)
- Some time later a meeting of the original five was called to plan a general meeting.

COMMUNITY ORGANIZES A COUNCIL AND TAKES CO-ORDINATED ACTION

Esterhazy and "Prairie Corner" had served to open the general question of how we study and act problems. The conference then moved to consider more directly the question of how we work together in these community efforts and among communities in areas or regions.

e Case of Cabri

e Cabri delegation speaks

Slim Riglin, President of the Cabri Community Development Council was introduced to the conference by Harold Baker, Chief Consultant, Center for Community Studies. Slim Riglin had this to say further introduce his community:

"First I would like to say that our community has almost entirely a grain growing economy. e farms are not generally too large or too small. We have no millionaires and very few really or people. Our farmers are generally progressive and well equipped. We have had quite ample isture over the past ten years so we are in one of the areas where there is a considerable surplus of wheat and other grain.

To give an example of the progressiveness of our people, I might say that we have one of the rst union hospital districts formed in Saskatchewan. Plans are now being laid for a new hospital within the next three to five years to replace the structure built in 1930.

As an example of the type of leadership we have enjoyed in our community, I would like to mention our brass band. This band was organized over forty years ago, and has almost continuously been tive to the present time. In all that time, this band has only had three leaders.

Our presentation to you this morning will be in the form of a symposium. I will outline the st steps of organization, and the members of the symposium will in turn cover various phases of ogress.

History notes. In the early spring of '58, the Center for Community Studies, (C.C.S.) sent out uestionnaires to organizations, etc., in various communities in Saskatchewan. In Cabri five organizations took a serious look at these, filled them out and returned them to the Center for Community idies. These five were, Lutheran Church, Home and School, Co-op., Co-op Ladies Guild, and Business 's Club.

Some time later a meeting of the original five was called to plan a general meeting.

ecil Cushing, Cabri

General meeting July 10. Forty organizations were represented. A committee was set up to survey under these headings - Boundary Analysis, Trade, Voluntary Organizations, Public Service, Community History. A problem poll was held and results discussed. Evaluation sheets to community leaders were circulated after this meeting.

Meeting July 21. Results of surveys were analyzed and forwarded to the Center for Community Studies. Two delegates were appointed to Seminar at the University of Saskatchewan. A letter was sent to all organizations."

Margaret Korven tells about a letter

"After Slim and Cecil¹ returned from the seminar, they drafted a letter which was sent out to about fifty organizations in the town. This letter gave a number of facts:

1. It explained what the Seminar was about, and that of the fourteen communities who had attended, four to six would be chosen to work with the Center. This idea appealed to our competitive spirit.
2. It asked each group to select an official delegate and also an alternate.
3. It gave a challenging quotation from the Center's Handbook, which was calculated to make each organization stop and take a long look at our own situation.
4. It asked each organization to consider, and to list, the three problems which they believed held top priority in the district.

Before this time at the previous meetings which we had held, we had on three different occasions listed problems until we had the whole town problem-conscious. As the organizations once more considered problems we felt that everyone in the community must by now be involved in this 'probing for problems.'

As a result of this letter, ninety-seven representatives appeared at our next meeting and voted to co-operate with the University if selected and if we were not, to continue as a study group.

So we were now committed to some definite action."

¹ Cecil Cushing, Cabri

Cabri becomes a "co-operating community"

Irene Riglin in reviewing first steps recalled that Cabri on November 12, 1958, received a letter from the Center for Community Studies, to the effect that they had been accepted as a co-operating community.

A meeting was held early on December 10, with representatives from thirty-one organizations. A committee was formed to draw up an agenda for a public meeting that same evening, and to set up formal registration procedures.

Speakers at the public meeting were Professor W. B. Baker, Dr. Harold Baker, and Miss Mary Robin from the Center.

It was during this meeting that Chris Hansen was chosen as our consultant from the Center to help us help ourselves, in turn let them study us. During the evening there were group discussions on things that could be done to make our community a better place to live in. A list of thirty problems was compiled and a list of resources to meet the problems.

Last there was a vote passed on partnership with the Center for Community Studies.

Paul Bue relates how Cabri organized its council

Next monthly meeting, further steps were taken to finalize the organization. A few names had been thought of and these were brought before the general assembly at this time. No vote was taken on this matter but left for their consideration until next spring.

A committee was chosen to draft a constitution for the infant organization. A fee of \$1.00 minimum was decided on with no ceiling on the same, should any organization feel flush with finances. No big expenditure was anticipated and no desire to limit membership because of money or lack of money.

An executive for the coming year was elected with President, Secretary-Treasurer, five members plus the chairmen of all the standing committees. A problem committee was set up to report at the following meeting. This committee subsequently reported problems of water for the town, recreation director, low rental housing and a newspaper for the town. And with all this, the CCDC¹ was officially underway.

1 - CCDC - Cabri Community Development Council

What has been done about these problems? - Isobel Korven tells about the projects.

"The Board of Trade has been working on getting a weekly newspaper and giving monthly reports to the CCDC. On July 23, Cabri received the first sample copy of a paper published by the editor Leader.

A committee studied and brought information to the council on a low-cost housing scheme. This could help to our town now since we had a sewage disposal plant.

One problem which received a great deal of time and effort was recreation. At the March meeting, 1959 the CCDC, Jack Wilkie outlined the program of the Division of Fitness and Recreation. A committee was selected to go to a four day conference on recreation in Swift Current.

From this meeting information was brought back and a recommendation made that a complete survey be made of the recreational needs of the community. Our committee was increased to five, and given the responsibility of planning and conducting a survey, and present recommendations back to the CCDC.

At the June meeting a draft copy of a questionnaire was presented to the members for consideration and suggested change.

In August the committee reported a slightly revised questionnaire was being pre-tested.

By September, finalized plans were that a questionnaire be given to every other male and every other female on the voters list, and to 50% of the pupils from Grade VI up. There was also a space for any organizations concerned with recreation.

The purpose of the survey was to obtain reliable facts concerning the needs of the Cabri Community, to evaluate effectiveness of existing programs and to provide opportunities for wider participation of youth and adults in recreation activities.

Volunteers were recruited to assist in distributing and returning these questionnaires. Each was given ten or twelve people to attend to.

Tabulation was done by field workers in teams. Each team responsible for one question.

Reports were duplicated and made available to all members and all organizations concerned with recreation.

There was a place on this questionnaire for criticisms, and recommendations of all our existing facilities. I shall give you one example, the curling rink:

Criticisms: the Center fit in?

1. more free curling time
2. instruction needed for beginners
3. season too short
4. rates too high
5. too much bonspieling
6. local schedule suffers
7. more mixed curling

Recommendations:

1. artificial ice
2. more free time
3. brooms should be supplied
4. draw names out of hat for rink
5. more novelty bonspiels
6. lunch sold during curling season"

Another story of water as told by Paul Bue

"Water for the town of Cabri had long been a sore spot, as for fifty years it was a matter of buying it by the pail or the tank load. They were unfortunate in not being able to locate a decent well close by the town or in the town.

However, a dozen years ago the town council and the municipal council in conjunction with the P.F.R.A. had been fortunate or unfortunate in having a large reservoir constructed in a coulee a mile and a half out of town. But due to the fact the authorities had jumped in this thing half-cocked, certain legal aspects had been overlooked and consequently it became a hot potato and every one concerned handled it as such.

However, all this time the Perch were growing bigger and better but that did not put water in the town. The matter has now been straightened out with the result that P.F.R.A. are now back to make the dam bigger and better, and work is presently going on putting in the water mains in the streets of Cabri.

We are like politicians who like to claim the thunder for certain things accomplished. We feel that possibly representation from a cross section of the whole community, in an organization such as the CCDC, would carry more weight with the proper authorities, and possibly get some action.

At least our organization like to think it was some of their thunder that spurred the town council to get the matter settled and make it possible to put water in town."

4. The Center also tabulated a number of local surveys and made copies available for us to study, and they also edited a pamphlet, published quarterly, entitled, Community Notebook which told what progress was being made in the five communities. This we also received.

5. They also sent out literature from time to time such as the booklet, Developing Saskatchewan's Community Resources.

Where did the Center fit in?

Margaret Korven tells how the Center helped:

"1. The Center provided us with a consultant, Chris Hansen, who was to help us to help ourselves in solving our problems.

Chris had a farm background himself; he came to us with first hand experience of many of our problems, and he fitted right into our community. Everyone felt immediately that he was one of us, and he was accepted as a good friend as well as an advisor.

He helped us in the organization of our council; if we ran into a snag in parliamentary procedure he was able to help us. His opinions were accepted as unbiased by the council members, as a local person's seldom are. But most important, he helped us in the techniques of problem-solving. We learned something about pin-pointing our problem, obtaining facts concerning it, finding possible solutions, selecting what we considered the best solution, and then swinging into action. Above all, especially in the first few months, he made us feel we were not struggling alone with our difficulties.

2. Chris arranged a special meeting with a great many resource people in the province, who told us some of the things they could do to help us. Miss Putnam was there from the Provincial Library, the Department of Natural Resources, the Department of Co-operation, the Highway Department, the Saskatchewan Recreation Board, and many others were represented. From them we were able to obtain a great deal of information which would be useful to us in our problem solving.

For example, we have a swimming pool which has been in operation for about three years, and of which we are very proud. We found that when we had set up a Recreation Board according to Government regulations, we would be entitled to a yearly grant from the Provincial Government to help with its upkeep and maintenance. Quite often, communities are unaware that such help is available from Government Departments.

3. During the winter, Per Stensland along with Harold Baker, and Chris, conducted a two day training session which was very well attended by community leaders. At this session we learned a great deal about the techniques of problem-solving, about group dynamics, business procedure, and something about the obstacles to good communication, and how to overcome them.

4. The Center also tabulated a number of local surveys and made copies available for us to study, and they also edited a pamphlet, published quarterly, entitled, Community Notebook which told what progress was being made in the five communities. This we also received.

5. They also sent out literature from time to time such as the booklet, Developing Saskatchewan's Community Resources.

Twenty-five books and pamphlets on community planning, business procedure, and leadership in various fields, were sent to our local library to be used by interested persons.

Many other helpful things, too numerous to mention, were done for us by the Center for Community Studies, and we felt that without their help and without Chris' guiding hand, we would have found the task of organizing our council very very difficult indeed."

Isobel Korven lists current problems

The first projects had pertained mainly to urban living. "We want now," reported Mrs. Isobel Korven, "to include rural problems on our list. What will we be working on now then? Here is a list of our current projects: to each of these we hope to add a committee with interested parties:

1. History of Town and Country
2. Rural Telephones
3. Driver Training
4. Rural Tree Planting
5. United Appeal
6. Road Problems
7. Town and Country Beautification
8. Farm Water and Sewage

We have already taken the first step to set up committees. All members were given a slip and were asked to list three projects they were interested in. So, we have been able to start some preliminary work on the projects. At each Community Development Council meeting we have reports from the project groups."

The council president sums it up.

"We have been calling on various organizations in turn to prepare a report on their aims and activities and present these reports at our regular meetings. To mention a few who have reported so far - Canadian Legion, Lions' Club, Cubs and Scouts, Library, Town Council. These reports have shown at least two-fold benefits, added greatly to the interest at our meetings, and given these organizations the opportunity for a bit of public relations work.

I think the greatest benefit the community has received from our council has been the spreading of knowledge of the things which make up our community, to a great number of people."

TWO POINTS ON CO-OPERATION

Cabri served to introduce two main discussions, one carried on in the "town-groups" set up earlier, the other organized in an open-forum fashion.

1. Within the communities groups co-operate with varying degree of success. It was taken for granted that full development of communities builds on full co-operation among groups in the community. What, then, are some obstacles to such co-operation? What were some of the things Cabri had done to overcome these obstacles?

(These are some things that "hold down" co-operation)

	differences in values, outlook	
lack of self-knowledge		segregation among groups, agencies
lack of knowledge of groups, agencies		lack of co-ordination of action
rural-urban difference		transportation difficulties
lack of adequate, skilled leadership		gaps in planning

(These are some of the things that would "lift the level" of co-operation)

education programs about groups, agencies	+	publicity meetings	+
combined activities	+	co-ordinating machinery (e.g. a council of organizations)	+
joint report sessions	+	(e.g. Cabri CDA meetings)	+
definition of common goals		use of outside resources jointly	+
success stories of co-operation			
good balance of individual initiative and group co-operation			

2. Among the communities a number of things would aid, others might hinder co-operation.

aiding the forces of co-operation among communities obstacles to co-operation among communities

- | | |
|--|--|
| Better use of government services | -Local pride |
| Development of larger co-ordinating systems
(Community) | -Difficulties arising out of government interference |
| Making us aware of common interests | -Difference in status |
| Establish the available larger unit | -Lack of recognition of common goal |
| Using larger units better | -Business competition |
| Work together to distribute goods and services | -Too many small units, small town editor orientation attitudes |
| Mixing bowl process and understanding | -Hard core resisting change |
| Better co-operation among professionals | -Dying communities who don't want to die |
| Better co-operation between professionals and citizens | -Lack of regional (or area) identification --too many regions; no set regions; numbers no comprehensive name |
| Regional meetings about definite problems | -Still more distant forces at work |
| Developing regional goals | -Difference in ethnic background |
| | -Most areas no middle ground between co-operation and rivalry |
| | -Difference in age in development, size |
| | -Good leadership lacking |

THE WIDER PERSPECTIVE

Community development is a world-wide effort, visible in numerous places and in varying forms. The wider perspective to the efforts in Saskatchewan and on the prairie was drawn by Dr. Charles Hendry, Director of the School of Social Work, University of Toronto. Just returned from a world-wide tour of countries in process of development, Dr. Hendry observed that, "the Center for Community Studies is one of the most promising social inventions that have come into the Canadian scene in the fourteen years since he returned to Canada."

Travels in China, India, Pakistan, Iran and Italy show that the rich countries were becoming richer, and the poor countries, in spite of all the technical aid being given, were becoming poorer. Half the world goes to bed hungry, was chronically ill, and had a life expectancy ending in the early 30's. In the face of such massive poverty we must think of the relationship of citizenship and calories. But democracy cannot be imposed on people. It cannot be taught or caught, but it has to be wrought by the nation itself. The people of the Western world are much clearer on what they are against, than on what they are for. Much of the talk of the Westerners is awkward, embarrassing, and inappropriate.

HOW DELEGATES LIKE THE CONFERENCE

To hasten the development of communities along lines that held out hope of saving the world, three things are needed.

The first is to deepen understanding of "the dynamics of planned change." The second is to see our task in the large context. Every worker for community betterment should be aware of the forces operating to influence the course of events in his little town. The history of Esterhazy, for example, was being influenced today by technologies developed in Germany.

The third is to prove and demonstrate a capacity to share a new form of professional collaboration. The different fields of study, or disciplines, are so complicated that no man could master them all, or much out of more than one or two. Therefore, it is necessary for specialists to learn how to work together. In order to learn how to work together, the essential is to avoid the arrogance of each of our disciplines.

DID YOU FEEL WHAT YOU LEARNED WILL BE HELPFUL IN YOUR WORK BACK HOME?

0	1	2	3	4	5	6
no		(1)	(2)	(24)	(21)	(16)
						very helpful
						AVERAGE 3.5

What did they like most

Cabri and/or Esterhazy presentation	31
Group discussion, participation	19
Final session (summary), regional appr.	4
Opportunity for further learning, leadership	3
Talks, lectures	3
Personal reflections	2

What did they like least

Heat, ventilation, films, etc.	15
Content of conference, e.g. ...	7
Procedure, e.g. ...	6
conflicting conclusions	6
Discussions, e.g. ...	11
Not enough time	4

Perhaps it is well to quote three answers to the evaluation question: "What did you like least said, "Very interesting and educational sessions! No dislikes, very pleased." Another said, "People spoke up more than at last year's seminar." A third reflects on what he liked least, and answered, "Adjournment."

In this spirit we end a community conference report which actually marks a beginning rather than an end.

LIST OF PARTICIPANTS, CONFERENCE ON COMMUNITY DEVELOPMENT

July 22-23, 1960

HOW DELEGATES LIKE THE CONFERENCE

After the last session the participants were asked to fill out a brief questionnaire. Seventy-five responded, thirty-two of them members of the ten-day Short Course. Here are the results:

HOW INTERESTED WERE YOU
IN TODAY'S SESSION

0	1	2	3	4	5	6
not at all		(1)	(2)	(1)	(15)	(22) (8) (21)
AVERAGE					5.0	very much

DO YOU THINK PARTICIPATION
WAS SATISFACTORY?

0	1	2	3	4	5	6		
far too few			(7)	(35)	(7)	(14)	(2)	(5)
took part								all parti-
				AVERAGE	4.5			cipated

DID YOU FEEL WHAT YOU
LEARNED WILL BE HELPFUL
IN YOUR WORK BACK HOME?

0	1	2	3	4	5	6		
no		(1)	(4)	(29)	(2)	(16)	(4)	(16)
AVERAGE						<u>4.8</u>	very help- ful	

What did they like most

Cabri and/or Esterhazy presentation	31
Group discussion, participation	19
Final session (summary), regional appr.	4
Opportunity for further learning, leadership	3
Talks, lectures	3
Personal reflections	2

What did they like least

Heat, ventilation, flies, accommodation	15
Content of conference, e. g. Prairie Corner	7
Procedure, e. g. reports, lack of summary, conflicting conclusion	6
Discussions, e.g. direction, leadership, members	11
Not enough time	4

Perhaps it is well to quote three answers to the evaluation questions: One participant said, "Very interesting and educational sessions! No dislikes, very pleased." Another says, "People spoke up more than at last year's seminar." A third reflects on what he liked least, and answered, "Adjournment!"

In this spirit we end a community conference report which actually marks a beginning rather than an end.

APPENDIX I

LIST OF PARTICIPANTS, CONFERENCE ON COMMUNITY DEVELOPMENT

July 22-23, 1960

<u>NAME</u>	<u>AGENCY REPRESENTED</u>	<u>ADDRESS</u>
Aitken, Alex	Saskatchewan Chamber of Commerce	Regina, Saskatchewan
Art, J.	Department of Agriculture	Regina, Saskatchewan
Bartel, Ray	Drake Co-op	Drake, Saskatchewan
Berezowsky, W. I.	Department of Natural Resources	Swift Current, Saskatchewan
Blakely, H. L.	Department of Education	Davidson, Saskatchewan
Blue, Harry	Community Development Council	Riverhurst, Saskatchewan
Braidek, J. G.	Department of Agriculture	Moose Jaw, Saskatchewan
Brooks, Thomas L.	Chamber of Commerce	Grenfell, Saskatchewan
Bue, Paul	Community Development Council	Cabri, Saskatchewan
Caswell, C. G.	Department of Agriculture	Melville, Saskatchewan
Chapman, E. F.	Canadian Legion	Esterhazy, Saskatchewan
Cornelius, Mrs. R.	Yorkton-Melville Health Region	Langenburg, Saskatchewan
Donaldson, Mary E.	Provincial Library	Regina, Saskatchewan
Enns, David	Department of Agriculture	Leader, Saskatchewan
Foreman, Mrs. Fred W.	Community	Hughton, Saskatchewan
Francis, Mrs. Mai	Town	Kindersley, Saskatchewan
Franklin, J. E.	Town	Tisdale, Saskatchewan
Friesen, Julius	Lost River Community Survey (STF)	South Allan, Saskatchewan
Geddes, J. T.	Department of Education	Arcola, Saskatchewan
Hawke, Mrs. Fern	St. Patrick's Co-operative Play School	Hudson Bay, Saskatchewan
Hawke, R.	Local School Board	Hudson Bay, Saskatchewan

<u>NAME</u>	<u>AGENCY REPRESENTED</u>	<u>ADDRESS</u>
Hildebrandt, Mrs. H.	Thinkers Club	Langenburg, Saskatchewan
Hildebrandt, Herb	Thinkers Club	Langenburg, Saskatchewan
Hodgins, W.R.	Chamber of Commerce	Tisdale, Saskatchewan
Howell, H. L.	Department of Education	Leader, Saskatchewan
Islam, S.	Department of Public Health	Regina, Saskatchewan
Jackson, Edward E.	Co-op. Association	Eston, Saskatchewan
Kolbinson, Lawren		Kindersley, Saskatchewan
Korven, Isobel	Community Development Council	Cabri, Saskatchewan
Korven, Ivor	" "	Cabri, Saskatchewan
Korven, Melvin	" "	Cabri, Saskatchewan
Korven, Mrs. M.	Community Development Council	Cabri, Saskatchewan
Larsen, John	Department of Education	Melfort, Saskatchewan
Lloyd, Mrs. Jean A.		Kindersley, Saskatchewan
Lowden, A. G.	Yorkton-Melville Health Region	Yorkton, Saskatchewan
MacKay, Jean	Melfort-Tisdale Health Region	Tisdale, Saskatchewan
MacKenzie, D. A.	Town	Esterhazy, Saskatchewan
McConnell, J. J. M.	Department of Agriculture	Regina, Saskatchewan
Murdock, J. A.	Board of Trade	Riverhurst, Saskatchewan
Nelson, Elizabeth C.	Humboldt-Wadena Health Region	Humboldt, Saskatchewan
Noble, W. P.	Board of Trade	Saskatoon, Saskatchewan
Pegg, D. W.	Department of Natural Resources	Tisdale, Saskatchewan
Perry, Rev. R. Douglas	Chamber of Commerce	Grenfell, Saskatchewan
Petersen, P. W.	Department of Agriculture	Hudson Bay, Saskatchewan

<u>NAME</u>	<u>AGENCY REPRESENTED</u>	<u>ADDRESS</u>
Pisak, Mrs. Jean	Home and School	Esterhazy, Saskatchewan
Riglin, Irene	Community Development Council	Cabri, Saskatchewan
Riglin, R. W.	Community Development Council	Cabri, Saskatchewan
Rowe, Lionel F.	C.D.C. (Anglican section of)	Wawota, Saskatchewan
Rutherford, Lex	Department of Agriculture	Rosetown, Saskatchewan
Scott, N. W.	Department of Education	Wadena, Saskatchewan
Schmidt, Earl M.	Drake Co-op	Drake, Saskatchewan
Thompson, S. M. M.	Department of Education	Swift Current, Saskatchewan
Von Schmeling, Rev. J. W.	Thinkers Club	Langenburg, Saskatchewan
Webb, James E.	Department of Education	Melville, Saskatchewan
Welke, Mrs. Frank	Thinkers Club	Langenburg, Saskatchewan
Welke, Frank F.	" "	Langenburg, Saskatchewan
Whiteside, G. A.	Department of Agriculture	Indian Head, Saskatchewan

